

Paraprofessional Rubric

Employee:

School:

School Year:

<i>Student Support</i>	Highly Effective	Effective	Minimally Effective	Ineffective
A. <i>ABA Discrete Trials (if applicable)</i> <i>N/A</i>	Is able to implement ABA programs and program curriculum sheets flawlessly and with extreme accuracy	Is able to implement ABA programs and program curriculum sheets with accuracy	Is able to partially implement ABA programs and program curriculum sheets with low accuracy	Is not able to implement ABA programs and program curriculum sheets
B. <i>General Education Support (if applicable)</i>	Per teacher directive, Instructional assistant is able to adapt all lessons appropriately and according to the developmental level of the student	Per teacher directive, Instructional assistant is able to adapt most of the lessons appropriately for the student	Per teacher directive, Instructional assistant is not able to adapt all lessons appropriately and sometimes consults with the teacher/special education teacher	Does not take teacher direction and is Unable to adapt lessons even with help from the teacher(s)
C. <i>Behavior Management</i>	Follows classroom rules and/or individual behavior plans with extreme accuracy and consistency.	Most of the time can follow classroom rules and/or individual behavior plans with accuracy and consistency.	Inconsistent with following classroom rules and/or implementing individualized behavior plans	Does not follow the behavior plan and/or classroom rules
D. <i>Use of materials</i>	Uses teaching materials appropriately and as intended by the special education or general education teacher	Uses teaching materials as intended the majority of the time by the special education or general education teacher	Uses some of the materials adequately and uses "other" or "similar" ones without approval of the classroom teacher	Uses materials inappropriately and/or is missing materials during instruction.
E. <i>Reinforcement</i>	Differentially reinforces consistently at the appropriate times to their student(s)	Differentially reinforces most of the time to their student(s)	Differentially reinforces intermittently, missing important opportunities	Does not differentially reinforce
F. <i>Communication (with Students)</i>	Is able to effectively and clearly communicate to students	Is able to effectively and clearly communicate to students most of the time	Is occasionally effective in clearly communicating to students and/or may put themselves or others at some kind of risk	Is unable to effectively and clearly communicate to students and puts themselves or others at some kind of risk

G. Communication (with Staff)	Is able to effectively and clearly communicate to school staff about assigned student(s)	Is able to effectively and clearly communicate to school staff about assigned student(s) most of the time	Is occasionally effective in clearly communicating to school staff about assigned student(s) and/or may put themselves or others at some kind of risk	Is unable to effectively and clearly communicate to school staff about assigned student(s) and puts themselves or others at some kind of risk
H. Data Collection	Data is gathered with the utmost accuracy on a consistent basis and is valid	Data gathered is accurate most of the time but a small portion of it is not valid; or is infrequently collected.	Data gathered is frequently inaccurate, inconsistent or invalid	Data gathered is inaccurate, inconsistent or invalid;
I. Classroom Coverage	Assistant is able to fulfill all aspects of the classroom when expected to cover a classroom for an extended amount of time and has stimulus control	Assistant can fulfill most duties when covering a classroom for a teacher for an extended period of time and has stimulus control most of the time	Is not able to fulfill most duties when covering a classroom. Unable to have stimulus control	Unable to carry out any portion of classroom coverage. Does not have any stimulus control
J. Incidental teaching	Takes full advantage of all opportunities that arise to teach "on the spot", delivering effective results	Takes advantage of most opportunities for "on the spot" teaching, delivering effective results most of the time	Takes advantage of some opportunities for "on the spot" teaching, delivering ineffective results	Does not take advantage of any opportunities to teach "on the spot"
K. Student Responsibility	Successfully develops students' independent self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
L. Assistive Technology (If possible) N/A	Is highly vigilant to see that assistive technologies required by IEP are being used, and maintained. Is skilled at using assistive technology.	Often checks to see that assistive technologies are being used and maintained. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, and maintained. Is aware of assistive technology, but may not be skilled at using it.	Does not check to see that assistive technologies are being used, and maintained. Is unaware of assistive technology, or not be skilled at using it.
Principal Comments:				

DAILY RESPONSIBILITIES	Highly Effective	Effective	Minimally Effective	Ineffective
A. Documentation	Is able to effectively review and record entries in assigned documentation (staff logs, home/school communication, data collection, teacher lesson plans, curriculum materials)	Is able to effectively review and record most entries in assigned documentation (staff logs, home/school communication, data collection, teacher lesson plans, curriculum materials)	Is able to complete most entries in assigned documentation (staff logs, home/school communication, data collection, teacher lesson plans, curriculum materials)	Unable to complete any type of assigned documentation (staff logs, home/school communication, data collection, teacher lesson plans, curriculum materials)
B. Punctuality	Comes in at least a few minutes before scheduled time to organize their day effectively. Sick time is not abused	Shows up for work on time and leaves as soon as their schedule time is over.	Is late for work or leaves early some of the time. Excessive sick time is taken	Is constantly late for work and/or leaves early. Abuses sick time policy
C. Flexibility/ Adaptability :	Will always adapt to a change in their daily schedule.	Sometimes will adapt to a change in their daily schedule.	Often not compliant to a change in their daily schedule.	Refuses or becomes angry when given a change in their daily schedule. May verbally protest such changes.
D. Organization of materials	Is able to organize all working materials to effectively deliver the intent of the lesson	Is able to organize materials most of the time to deliver the intent of the lesson successfully	Is able to organize materials some of the time to deliver a subpar lesson	Is not capable of organizing the materials and therefore is not able to deliver the intent of the lesson to the student
Principal Comments:				

PROFESSIONALISM	Highly Effective	Effective	Minimally Effective	Ineffective
A. Attire	Daily adheres to District-Wide expectations for professional attire. If working with students with intensive needs, dresses for safety (i.e. limited jewelry, flat & closed toe shoes, long sleeves, etc.)	Often adheres to District-Wide expectations for professional attire. If working with students with intensive needs, often dresses for safety (i.e. limited jewelry, flat & closed toe shoes, long sleeves, etc.)	Seldom adheres to District-Wide expectations for professional attire. If working with students with intensive needs, seldom dresses for safety (i.e. limited jewelry, flat & closed toe shoes, long sleeves, etc.)	Does not adhere to professional attire. If working with students with intensive needs, does dress for safety (i.e. limited jewelry, flat & closed toe shoes, long sleeves, etc.)
B. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright, and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential information.
C. Conflict Resolution	Is effective in resolving conflicts between students and/or with other staff members, so that both parties feel positive about the resolution.	Demonstrates appropriate dispute resolution skills between students and/or with other staff members	Is somewhat effective in resolving conflicts between students and/or with other staff members	Does not take responsibility for resolving conflicts between students and/or with other staff members
D. Efficiency	Maximizes academic learning time through effective routines and transitions.	Effectively utilizes academic learning time through routines and transitions.	Sometimes loses teaching time due to inconsistent routines, and inefficient transitions.	Often loses instructional time because of confusion, interruptions, and poorly executed transitions.
E. Professional Development	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in all professional development activities that are required.	Participation in some professional development activities that are required.	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
F. Feedback	Actively seeks out feedback and suggestions and uses	Listens thoughtfully to other viewpoints and responds	Is somewhat defensive about criticism; listens to	Is very defensive about criticism; refuses to listen to

	them to improve performance.	constructively to suggestions and criticism.	feedback and suggestions but is resistant to change.	feedback or suggestions; does not change.
G. Respect	Interacts respectfully and proactively with staff and students. Is sensitive to diverse family and community values/beliefs.	Interacts respectfully with staff and students, is sensitive to diverse family and community values and beliefs.	Is not always respectful with staff and students and/or Is sometimes insensitive to families, and community values and beliefs.	Is not respectful with staff and students and/or Is insensitive to families, and community values and beliefs.
H. Knowledge & Compliance	Demonstrates extensive knowledge of IEP accommodations and modifications for their student(s). Fully understands and complies with procedural timelines and safeguards.	Demonstrates thorough knowledge of IEP accommodations and modifications for their student(s). Ensures that all procedural timelines and safeguards are faithfully adhered to.	Demonstrates basic knowledge of IEP accommodations and modifications for their student(s) but needs support in implementation. Established timelines and safeguards are not always followed.	Demonstrates little or no knowledge of special education laws and procedures, of IEP accommodations and modifications for their student(s) and/ or does not follow established procedures and safeguards.
Principal Comments:				

Signature of Principal: _____ Date: _____

Signature of Paraprofessional: _____ Date: _____

Employee Response: (Optional)